

**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

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Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021**Pathway 3 : January 1, 2019 - June 30, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant InformationOrganization **Castleberry ISD** CDN **220-917** Vendor ID **756004526** ESC **11** DUNS **060663219**Address **5228 OHIO GARDEN RD** City **Fort Worth** ZIP **76114** Phone **(817) 252-2000**Primary Contact **Dr. John Ramos** Email **ramosa@castleberryisd.net** Phone **(817) 252-2000**Secondary Contact **Renee Smith-Faulkner** Email **SmithR@castleberryisd.net** Phone **(817) 252-2000****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **John Ramos** Title **Superintendent**Email **ramosa@castleberryisd.net** Phone **(817) 252-2000**Signature  DateGrant Writer Name **Gina S. Day** Signature  Date **11/10/2018**☐ Grant writer is an employee of the applicant organization.☒ Grant writer is not an employee of the applicant organization.RFA # **701-18-106** SAS # **277-19****2019-2021 Grown Your Own Grant Program, Cycle 2**

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701-18-106-089

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| -- Need to increase the percentage of highly effective teachers who represent the diversity of the students we serve. | Develop engaging Education and Training Courses and TAFE organization that attract a diverse pool of students to the teaching field. By cultivating interest in teaching, beginning preparation early, and matching graduating high school students strong with educator preparation programs, we believe we can build a diverse cadre of effective educators who have a strong bond with our district. |
| --Need to increase the number of teachers who represent the diversity of the students we serve. | Support the development and certification of a diverse pool of paraprofessionals, instructional aides and long-term substitutes who have demonstrated an intent to remain employed with our district. |
| --Need to build pipeline of teachers prepared to teach courses that lead to middle-skill industry certifications. | Expose both high school students and aides/paras/subs to the opportunities available to educators in career and technical education, facilitate training of the latter in specific CTE certification areas under Pathway 2. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2019-2020 school year, 8 paraprofessionals employed by the district will be enrolled in a university-based educator preparation program that lead to certification in a high-demand teaching field and 25 students will be signed up to take an Education and Training Course and participate TAFE the following school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Completion of an awareness and recruitment campaign that engages a diverse pool of paraprofessionals and enables a selection ratio of approximately 1 program participant for every 3 applicants.

Completion of an awareness and recruitment campaign that engages a diverse pool of high school students and enrolls no fewer than 45 students attending information sessions on Education and Training Courses and TAFE.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Rigorous screening and selection of 10 paraprofessionals interested in becoming certified to teach in a high-demand field with all willing to commit to teach in our district for no fewer than 3 years and 30% interested in teaching a high-demand CTE field specifically.

Enrollment of no fewer than 15 students in an Education and Training Course and 20 students in TAFE.

Completion of a 9-month activity plan for TAFE.

Third-Quarter Benchmark

All selected employee participants submit documentation of acceptance and enrollment in a university-based educator preparation program in a high-demand field.

Scope and sequence for highly engaging Education and Training Courses developed collaboratively by course instructors.

Submission of TAFE progress report that includes participation levels and competition schedule.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

A designated project manager will report to the superintendent and associate superintendent regarding achievement of benchmark measures and will additionally administer a midterm survey to paraprofessionals enrolled in educator preparation programs and student participants in Education and Training courses and TAFE.

In addition to data collected in order to evaluate benchmark progress/achievement, survey data will be used to identify opportunities to improve the programs (including both short-term course correction and longer-term design adjustments).

With respect to Pathway 1, if benchmarks are not met, the project manager and associate superintendent will review recruitment, enrollment, course and TAFE implementation materials and meet with project personnel and course instructors to design improvements.

With respect to Pathway 2, if benchmarks are not met, the project manager and associate superintendent will identify any commonalities among selected paraprofessionals and educator preparation programs in order to improve candidate recruitment and selection processes and recommend improvements to education preparation programs with low success rates (and ultimately eliminate them as options for program participants if success rates do not improve).

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

It is critically important that teachers of Education and Training courses exemplify the practices that we want students to emulate when they enter the classroom later in life. Accordingly, in addition to other criteria, the district will apply a modified version of competency-based rubric developed by TNTP in selecting educators to teach these courses. Criteria include evidence of:

- student achievement results
- involvement in student organizations
- strong student-teacher relations
- peer recommendations
- representativeness of student demographics
- enthusiasm for sharing opportunities and rewards of a teaching career and mentoring students (see Attachment
- Competencies and associated indicators identified by TNTP for use in selection processes, including:
 - ~Teaching ability: effective lesson-planning, instructional strategies, use of assessment tools; instruction focused on student achievement; ideas and information conveyed clearly;
 - ~Classroom management: remains productive and focused when confronted with challenges; displays willingness to adapt classroom management style to needs of the school and unique role of Education and Training courses
 - ~Fit to course content and purpose: demonstrates interests and skills that match the course's purpose
 - ~Critical thinking: analyzes situations thoroughly and generates logical responses to challenges and effective strategies
 - ~Personal responsibility: assumes responsibility for teaching outcomes despite obstacles
 - ~Professional interaction: respectful of students and others in all situations
 - ~Constant learning: draws lessons from previous experiences and applies them to future endeavors
 - ~Communication skills: effective written and oral skills

The process for recruiting and selecting candidates to teach the courses will occur in 4 phases: 1) Dissemination of applications and information about opportunities to teach Education and Training Courses and targeted outreach to teachers who are representative of our student demographics; 2) Review of applicant submissions, performance data, recommendations, etc., by district leadership; 3) Classroom observation of teaching assignment on Education and Training Course topic (using TNTP rubric and feedback session); and 4) Interview.

MOU: Teachers selected for stipends under Pathway 1 must commit to teaching in Castleberry ISD for 2 years. If the teacher resigns or is terminated prior to their 2 year teaching commitment, the teacher will be required to pay back funds as prorated by the Payroll and Compensation departments. If the employee is promoted into an administrative position before the 2 year teaching commitment has been completed, they will not be required to pay back any grant funds. Additionally, the MOU will require that teachers actively disseminate information about and recruit for the courses.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Castleberry ISD currently operates a program that supports paraprofessionals, aides and long-term substitutes in pursuit of a teaching credential. We intend to strengthen and expand this program.

Recruitment: The district will employ a number of tools to raise awareness of this opportunity among staff.

~ Current participants in the certification program will be invited to apply for participation in this more robust support opportunity.

~All district and campus administrators will receive an email outlining the district's vision and goals for program, included the intent to develop a teaching force more representative of student demographics and invited to identify staff who may be a good fit. Identified staff will be personally informed of the opportunity and invited to apply.

~ Reminders about application requirements and submission deadlines will be emailed to all staff.

Criteria for selection of employees for participation include:

~Demonstrated commitment to pursuit of teaching credential

~Performance evaluation and evidence of contribution to student achievement, if available

~Recommendations from colleagues

~Results of observation and feedback session with campus leader(s) in guest lesson, using modified TNTP criteria to determine aptitude, focus on student achievement, and mindset (including receptivity to performance coaching)

~Interest in earning credential in high-demand teaching field, preferably one that prepares students for a middle-skill industry certification

~Representativeness of student demographics

Supports and Career Pathways: The district will support program participants as a cohort, even though they will likely be enrolled in a variety of university-based preparation programs. Participants will meet in a facilitated session monthly to problem-solve challenges, discuss insights and productive habits, and refine skills. Upon completion of a credential, participants will be assigned a district or campus administrator who will develop career pathway options and meet with the certified participants twice annually to provide career coaching and refine pathway planning.

MOU:

~ Participants must commit to a full-time teaching role in the district for a minimum of 4 years

~ Participant agrees to attend at least 75% monthly peer meetings and 100% of twice-annual career planning meetings

~ Participant agrees to attend classes, successfully complete coursework, and pass exams by the end of July 2020

~ Participant agrees to accept support if coursework or exam scores fall below the standard

~ Participant agrees to obtain certification in high-need area (CTE, Bilingual, STEM)

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

| | | | |
|---|---|--------------|--------|
| Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit | | X \$11,000 = | |
| Number of teachers who are teaching Education and Training courses, but not for dual credit | 2 | X \$5,500 = | 11,000 |
| Number of high schools with existing Education and Training courses in 2018-2019 | 1 | X \$6,000 = | 6,000 |
| Number of high schools without existing Education and Training courses in 2018-2019 | 1 | X \$9,000 = | 9,000 |
| Total Request for Pathway 1 | | | 26,000 |

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

| | | | |
|--|---|--------------|---------|
| Number of candidates pursuing a teacher certification only | | X \$5,500 = | |
| Number of candidates pursuing both a bachelor's degree and a teacher certification | 8 | X \$11,000 = | 88,000 |
| Request for Pathway 2 | | | 88,000 |
| Request for Pathway 1 | | | 26,000 |
| Total Combined Request for Pathways 1 & 2 | | | 114,000 |

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

| | | | |
|---|--|--------------|--|
| Number of candidates participating in a year-long clinical teaching assignment | | X \$22,000 = | |
| Number of candidates participating in an intensive pre-training service program | | X \$5,500 = | |
| Total Request for Pathway 3 | | | |

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

| | |
|---|--------|
| Stipends for non-dual-credit teachers (\$5000 X 2 candidates) | 10,000 |
| | |
| | |
| | |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|--------|
| Education and Training Course Implementation (consultant to support program development) | 5,000 |
| Tuition payment to IHE for Pathway 2 participants (\$10,000 x 8 candidates) | 80,000 |
| | |
| | |

SUPPLIES AND MATERIALS (6300)

| | |
|--|-------|
| Education and Training course implementation (supplies, materials, curricula, etc) | 7,000 |
| Supplies and materials associated with recruitment, selection and support of candidates/students | 1,200 |
| | |
| | |

OTHER OPERATING COSTS (6400)

| | |
|---|-------|
| Travel (lodging, transportation, and meals) for Teacher Institute in June 2019 | 3,000 |
| CTSO (TAFE/FCCLA) costs associated with establishing membership and event participation | 3,000 |
| Candidate certification exam and test preparatoin costs (\$605 x 8 candidates) | 4,800 |
| | |

Total Direct Costs 114,000

Should match amount of Total Request from page 8 of this application

Indirect Costs 4,476.78

TOTAL AMOUNT REQUESTED 118,476.78

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Career Development, Counseling, Support, Growing TAFE and FCCLA

If grant funds are awarded, Castleberry ISD will use the funds to further develop and expand participation in a range of initiatives designed to engage students in the exploration of the teaching profession: outbound career experience; college visits and meetings with educator preparation staff; guest speakers focusing on new pathways available in the teaching field; supporting selection of colleges with strong educator preparation programs.

Additionally, grant funds will be used to strengthen and grow our TAFE and FCCLA chapters by developing a "Teach Castleberry" (or similar) campaign that includes development of Castleberry-focused branding materials (logo, t-shirts, etc.) designed by students. Grant funds will also be used to help generate matching contributions from local stakeholders who will be cultivated to help offset the costs of TAFE teacher and student membership and competition participation over the long-term.

Strategies to Increase Enrollment in Courses Each Year

The "Teach Castleberry" campaign will be a platform to generate good word of mouth around Education and Training Courses program from teachers, administrators, counselors, etc. to get students interested in the program and interested in teaching as a result. Project leaders will inform all staff of course offerings so that they can generate interest among students, as well as help look for good candidates for the program.

Additionally, district staff intend to identify students who have a passion for teaching through a variety of means. Education and Training teachers visit the classes that feed into our program to recruit students, students participate in career days, elective fairs, and tours of our campus. Through our Teach Castleberry program, students will be nominated to the program and then mentored. This process will begin in middle school as "near-peer" high school students visit middle schools to share information about teaching careers and high school opportunities to explore the field.

Recruitment and Selection of Teachers

Finding the right teachers for Education and Training course has been and will continue to be crucial to the success of the Teach Castleberry initiative. If we think of the recruitment and selection process as a funnel, we aim to attract a strong pool of candidates who largely represent our student demographics into the broad entry point. As explained on **Page 5** of the Application, the district will do this by broadly disseminate information the teaching opportunities to teach these courses and will conduct personalized, targeted outreach to teachers who represent our student demographics. The project manager will also

work with campus leaders to incorporate information about opportunities to teach Education and Training Courses in evaluation and informal coaching sessions. Campus leaders will be encouraged to identify teachers who have demonstrated abilities to be mentors, advocates, role models and cheerleaders for student success and who relate well to students from all backgrounds but have strong cultural competencies linked to our student population.

The **selection criteria** listed on **Page 5** of the application will be used to narrow the pool of potential teachers. Having attracted a pool of candidates with the general traits conducive to success teaching Education and Training Courses, we use more specific criteria to ensure that selected teachers both exemplify strong teaching practices and have the mindset, motivation, and relational skills to be mentors to future teachers. In addition to the instructional strengths listed on **Page 5**, the selection team will evaluate a candidate's performance in the guest teaching activity and interview for evidence of ability to: recruit and retain students from a diversity of groups within the school; create wrap-around programmatic services designed to support those diverse students; collaborate with building leaders to leverage existing supports; coordinate, organize, and/or create relevant leadership opportunities designed to extend beyond classroom learning; understand and implement classroom strategies that meet the needs of diverse learners; link to and embed academic advising and college access information into their courses; demonstrate appropriate and current knowledge and skills about a career in education; and convey passion for being a role model for future teachers who will work to eliminate the opportunity gap.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Castleberry ISD will implement a multi-pronged plan to recruit and support persistence of student in the Education and Training course sequence. These efforts will target students with the following **profile**: 1) academic performance in the **top third** of class; 2) representative of student population; 3) advanced academic course-taking across disciplines; 3) strong history of attendance and minimal behavior issues.

The Teach Castleberry campaign will serve as the spine of marketing efforts. In addition to raising the profile through a branding campaign that includes a student-developed logo, t-shirts, flyers, etc., the district will develop a series of activities that raise awareness of opportunities within the profession and to begin preparing for a rewarding career while in high school. These activities may include: 1) holding a teacher appreciation day; 2) shadowing a teacher for a day; 3) tutoring younger students; 4) taking a field trip to a nearby college or university; 5) creating a teaching excellence award program.

A diverse core group of interested students will be identified to serve as an advisory committee in developing marketing and recruitment strategies and will serve as ambassadors within their networks. Students will be encouraged to develop messaging campaigns that resonate with their own ambitions and values and will be supported in articulating why they believe teaching is an important, honorable, and mission-driven profession.

Importantly, recruitment efforts will also include a component focused on parents and care-givers. Too often, students are discouraged from pursuing teaching careers by the adults in their lives who view the profession as under-paid and low-prestige. Families will have the opportunity to learn how the teaching profession is evolving, the many career pathways now available, and the critical role that educators play in the future of our nation.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Not applicable.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Castleberry ISD currently partners with the University of North Texas and The University of Texas at Arlington in developing and sourcing educators to serve our district. We are exploring opportunities to develop programs that incorporate strategies that have proven successful in residency-based programs.

In developing this partnership, we have internally begun strategizing about ways that components of the successful Teaching Trust and Relay residencies can be applied in the context of a small district and CTE subject matter. Accordingly, we intend the program to thoughtfully integrate theory and application and emphasize the following:

- Specific teaching and instructional leadership skills that have the greatest impact on student learning and development
- Frequent opportunities for skill-based feedback from both peers and EPP instructors
- Job-embedded support at our school sites that enables candidates to sharpen their skills in a real - world setting
- Cultivation of a “mission-driven” orientation reinforced by the positive peer influence of a cohort structure
- An EPP service delivery model that is designed to fit the busy lives of working adults and is flexible with respect to location and schedule
- A comprehensive approach to preparation that addresses personal character strengths and social and emotional learning skills that will help K-12 students grow up to be happy, responsible citizens who show grit, integrity, and respect for others.

Initially, we anticipate that some candidates may take some pre-requisite courses outside of the pathway developed with a high-quality EPP partner. Nevertheless, we will include these candidates in district site-based cohort activities to ensure they receive the ongoing support that will promote persistence and ultimate completion of the certification pathway.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

| | |
|---------------------|-------------------------------|
| Fiscal Agent | County-District Number |
|---------------------|-------------------------------|